

COPY NO. 11.

# CIA SELECTION BOARD

## INITIAL EVALUATION REPORT

(See instructions below)

The Initial Evaluation Report is an important factor in the selection of Career Employees. It seeks to provide the CIA Selection Board with information of value when considering an individual's acceptance as a member of the Career Staff.

### INSTRUCTIONS

TO THE ADMINISTRATIVE OR PERSONNEL OFFICER: Consult current administrative instructions regarding the initiation and transmittal of this report.

TO THE SUPERVISOR: READ THE ENTIRE FORM before attempting to complete any item. As the Supervisor who assigns, directs and reviews the work of the individual you have primary responsibility for evaluating his capacity, aptitudes, knowledge and skills as revealed in his day-by-day activities. If this individual has been under your supervision for less than 30 days, you will collaborate with his previous supervisors to make sure the report is accurate and complete. Primary responsibility rests with the current supervisor.

This Provisional Rating Report will not be shown to the individual being so rated. It is assumed that throughout the period this individual has been employed, supervisors have discharged their responsibility by frequent discussions of his work, so that in a general way he knows where he stands.

### SECTION I: IDENTIFICATION

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Marital Status \_\_\_\_\_  
 EOB \_\_\_\_\_ Present Office \_\_\_\_\_ Division \_\_\_\_\_ Branch \_\_\_\_\_  
 Departmental \_\_\_\_\_ Field \_\_\_\_\_ (Specify Station) \_\_\_\_\_  
 Date Due \_\_\_\_\_ Period Covered by This Report \_\_\_\_\_

### SECTION II: CURRENT ASSIGNMENT

A. Current Position Title \_\_\_\_\_ Grade \_\_\_\_\_ Date Assuming Respons. For The Position \_\_\_\_\_  
 B. What Assignments or Tasks Have Been Given Him During the Past Three Months. (List Specifically)

OFFICE OF PERSONNEL  
 FORMS MANAGEMENT PROGRAM  
 MASTER FILE COPY

1st Draft  
 submitted by  
 25X1A9a  
 [Redacted] /DTR

READ THE ENTIRE FORM BEFORE ATTEMPTING TO COMPLETE ANY ITEM.

### SECTION III

On the left hand side of the page below are a series of statements that apply in some degree to almost everyone. On the right hand side of the page are five major categories of descriptions. The scale within each category is divided into five small blocks; this is to allow you to make finer distinctions.

Look at the statement on the left. Then check the category on the right which best tells how much the statement applies to the person you are rating.

The one restriction is that the same small block may not be used twice in any group of 5 statements. For example, suppose you felt that both of the first two statements applied to a limited degree to the person you are rating. You can place an X in any one of the blocks under 'Applies to a limited degree,' but you may not place one X directly under another (see the example at the top of the rating scale).

| Statements |  | Categories                               |                             |                                |                                    |                                  |
|------------|--|--|-----------------------------|--------------------------------|------------------------------------|----------------------------------|
|            |  | Applies to a slight degree or not at all | Applies to a limited degree | Applies to a reasonable degree | Applies to an above average degree | Applies to an outstanding degree |
| SAMPLES    | 1. Appearance and actions attract attention.       |  | X                           | X                              |                                    |                                  |
|            | 2. Odd in appearance and manner.                   |  | X                           | X                              |                                    |                                  |
| GROUP I    | 1. A good reporter of events.                      |  |                             |                                |                                    |                                  |
|            | 2. Can make decisions on his own when need arises. |  |                             |                                |                                    |                                  |
|            | 3. Cautious in action.                             |  |                             |                                |                                    |                                  |
|            | 4. Has initiative.                                 |  |                             |                                |                                    |                                  |
|            | 5. Unemotional.                                    |  |                             |                                |                                    |                                  |
| GROUP II   | 1. Analytic in his thinking.                       |  |                             |                                |                                    |                                  |
|            | 2. Constantly striving for new knowledge & ideas.  |  |                             |                                |                                    |                                  |
|            | 3. Gets along with people at all social levels.    |  |                             |                                |                                    |                                  |
|            | 4. Has a sense of humor.                           |  |                             |                                |                                    |                                  |
|            | 5. Knows when to seek assistance.                  |  |                             |                                |                                    |                                  |
| GROUP III  | 1. Calm.   |  |                             |                                |                                    |                                  |
|            | 2. Can get along with people.                      |  |                             |                                |                                    |                                  |
|            | 3. Excellent memory for facts.                     |  |                             |                                |                                    |                                  |
|            | 4. Gets things done.                               |  |                             |                                |                                    |                                  |
|            | 5. Keeps oriented toward long term goals.          |  |                             |                                |                                    |                                  |
| GROUP IV   | 1. Can cope with emergencies.                      |  |                             |                                |                                    |                                  |
|            | 2. Has high standards of accomplishments.          |  |                             |                                |                                    |                                  |
|            | 3. Has stamina; can keep going a long time.        |  |                             |                                |                                    |                                  |
|            | 4. Has wide range of information.                  |  |                             |                                |                                    |                                  |
|            | 5. Shows originality.                              |  |                             |                                |                                    |                                  |
| GROUP V    | 1. Dodges responsibilities.                        |  |                             |                                |                                    |                                  |
|            | 2. Doesn't admit his errors.                       |  |                             |                                |                                    |                                  |
|            | 3. Does not respond well to supervision.           |  |                             |                                |                                    |                                  |
|            | 4. High strung.                                    |  |                             |                                |                                    |                                  |
|            | 5. Requires strong support                         |  |                             |                                |                                    |                                  |



SECTION IV:

A. What Are his outstanding strengths?

B. What are his outstanding weaknesses?

C. Indicate if you think that any single strength or weakness outweighs all other considerations.

D. Do you feel that he requires close supervision?

If so, why?

E. Other comments, (indicate here general traits, specific habits or characteristics which have a bearing on whether this person should acquire career status).

S E C R E T

Approved For Release 2000/08/16 : CIA-RDP82-00357R000700020024-1

### SECTION V: GENERAL RATINGS

**DIRECTIONS:** Considering only the skill with which the person has performed the duties of his job, rate him by placing an "X" in the box opposite the most appropriate description. Read all the descriptions before you make your rating.

PERFORMANCE

- ☐ 1. Does not perform duties adequately; he is incompetent.
- ☐ 2. Barely adequate in performance; although he has had specific guidance or training, he often fails to carry out responsibilities competently.
- ☐ 3. Performs most of his duties acceptably; occasionally reveals some area of weakness.
- ☐ 4. Performs duties in a typically competent, effective manner.
- ☐ 5. A fine performance; carries out many of his responsibilities exceptionally well.
- ☐ 6. Performs his duties in such an outstanding manner that he is equaled by only a few other persons known to rater.

Is this individual better qualified for work in some other area? If so, what?

**DIRECTIONS:** Based upon what he has said, his actions, and any other indications, give your opinion of this person's attitude toward the Agency.

ATTITUDE

- ☐ 1. Has an antagonistic attitude toward the Agency--will definitely leave the Agency at the first opportunity.
- ☐ 2. Has a strong negative attitude toward the Agency--irked by restrictions--regards the Agency as a temporary stop until he can get something better.
- ☐ 3. Tends to have an unfavorable attitude toward the Agency--bothered by minor frustrations--will quit if these continue.
- ☐ 4. His attitude toward the Agency is indifferent--has a "wait and see" attitude--would leave if somebody offered him something better.
- ☐ 5. Tends to have a favorable attitude towards the Agency--makes allowances for restrictions imposed by working for the Agency--thinks in terms of a career in the Agency.
- ☐ 6. Definitely has a favorable attitude toward the Agency--barring an unexpected outside opportunity, will probably endeavor to make a career in the Agency.
- ☐ 7. Has an enthusiastic attitude toward the Agency--will probably never consider working any place but in the Agency.

**DIRECTIONS:** Considering others of this person's grade and type of assignment, how would you rate him on potentiality for assumption of greater responsibilities, normally indicated by promotion.

POTENTIAL

- ☐ 1. Has reached the highest grade level at which satisfactory performance can be expected.
- ☐ 2. Is making progress, but needs more time in present grade before promotion to a higher grade can be recommended.
- ☐ 3. Is ready to take on the responsibilities of the next higher grade, but may need training in some areas.
- ☐ 4. Will probably adjust quickly to the more responsible duties of the next higher grade.
- ☐ 5. Is already performing at the level of the next higher grade.
- ☐ 6. An exceptional person who is one of the few who should be considered for rapid advancement.

**DIRECTIONS:** Consider everything you know about this person in making your rating--skill in job duties, conduct on the job, personal characteristics or habits, and special defects or talents.

OVERALL SUITABILITY

- ☐ 1. Definitely unsuitable--he should be separated.
- ☐ 2. Of doubtful suitability--would not have accepted him if I had known what I know now.
- ☐ 3. A barely acceptable employee--definitely below average but with no weaknesses sufficiently outstanding to warrant his separation.
- ☐ 4. A typical employee--he displays the same suitability as most of the people you know in the Agency.
- ☐ 5. A fine employee--has some outstanding strengths.
- ☐ 6. An unusually strong person in terms of the requirements of CIA.
- ☐ 7. Excelled by only a very few in suitability for work in CIA.

S E C R E T  
Security Information

Approved For Release 2000/08/16 : CIA-RDP82-00357R000700020024-1

SECRET

| PERSONNEL EVALUATION CODE SHEET  |                           |  |  | DATE   |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
|--|---------------------------|--|--|--|---|-------------------------|-----|--------------------------|--|---------------------------|-----------|------------------|--|-------------|--------|-----------|----------------|------------|------------------|--------------------|-----------------|--------------------|----------|--|--|
| SERIAL NO.<br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>   |                           | NAME (Last) (First) (Middle)<br><div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div> |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| ORGANIZATION<br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>   |                           | OFFICE ASSIGNED<br><div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div>              |  | DIVISION<br><div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div> |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>A. GRADE LEVEL (29-30)</b><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>  |                           |  | <b>H. ABILITY TO HANDLE GREATER RESPONSIBILITIES (42)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Yes</td></tr> <tr><td style="text-align: center;">2</td><td>No</td></tr> <tr><td style="text-align: center;">3</td><td>Uncertain</td></tr> <tr><td style="text-align: center;">4</td><td>Now</td></tr> <tr><td style="text-align: center;">5</td><td>Future</td></tr> </table>  |  |   | 1                       | Yes | 2                        | No   | 3                         | Uncertain | 4                | Now  | 5           | Future |           |                |            |                  |                    |                 |                    |          |  |  |
| 1  | Yes                       |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | No                        |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Uncertain                 |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | Now                       |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 5  | Future                    |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>B. UNDERSTANDING OF DUTIES (31)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Thorough</td></tr> <tr><td style="text-align: center;">2</td><td>Moderate</td></tr> <tr><td style="text-align: center;">3</td><td>Limited</td></tr> </table>   |                           |  | 1  | Thorough   | 2 | Moderate                | 3   | Limited                  | <b>I. OTHER DUTIES BETTER SUITED TO (43)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Yes</td></tr> <tr><td style="text-align: center;">2</td><td>No</td></tr> <tr><td style="text-align: center;">3</td><td>Unknown</td></tr> <tr><td style="text-align: center;">4</td><td>Within Component</td></tr> <tr><td style="text-align: center;">5</td><td>Other Component</td></tr> </table> |                           |           | 1                | Yes  | 2           | No     | 3         | Unknown        | 4          | Within Component | 5                  | Other Component |                    |          |  |  |
| 1  | Thorough                  |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Moderate                  |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Limited                   |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 1  | Yes                       |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | No                        |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Unknown                   |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | Within Component          |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 5  | Other Component           |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>C. INSTRUCTION COMPLETED</b><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Training (32-33)<br><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Language (34-35)  |                           |  | <b>J. TRAINING OR ROTATION RECOMMENDED</b><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Rotation (44)<br><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Foreign Service Experience (45)<br><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Reassignment (46-47)<br><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Training (48-49)<br><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Language Studies (50-51)   |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>D. WORK PRIMARILY INTERESTED IN (36)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Presently Assigned T/O</td></tr> <tr><td style="text-align: center;">2</td><td>Other - Within Div./Br.</td></tr> <tr><td style="text-align: center;">3</td><td>Other - Within Component</td></tr> <tr><td style="text-align: center;">4</td><td>Other - Outside Component</td></tr> <tr><td style="text-align: center;">5</td><td>Under Employment</td></tr> </table>   |                           |  | 1  | Presently Assigned T/O   | 2 | Other - Within Div./Br. | 3   | Other - Within Component | 4  | Other - Outside Component | 5         | Under Employment | <b>K. PERFORMANCE (52)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Unsatisfactory</td></tr> <tr><td style="text-align: center;">2</td><td>Separation</td></tr> <tr><td style="text-align: center;">3</td><td>Reassignment</td></tr> <tr><td style="text-align: center;">4</td><td>Demotion</td></tr> </table> |             |        | 1         | Unsatisfactory | 2          | Separation       | 3                  | Reassignment    | 4                  | Demotion |  |  |
| 1  | Presently Assigned T/O    |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Other - Within Div./Br.   |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Other - Within Component  |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | Other - Outside Component |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 5  | Under Employment          |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 1  | Unsatisfactory            |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Separation                |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Reassignment              |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | Demotion                  |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>E. FIELDS OF WORK (37-38)</b><br><div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>   |                           |  | <b>L. EVALUATION DATES</b><br><div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px; display: flex; align-items: center;"> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; height: 15px;"></div> </div> <div style="text-align: right; margin-top: 5px;">Date To (53-58)</div><br><div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px; display: flex; align-items: center;"> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; border-right: 1px solid black; height: 15px;"></div> <div style="flex: 1; height: 15px;"></div> </div> <div style="text-align: right; margin-top: 5px;">Projected (59-64)</div> |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>F. PERFORMANCE CONSIDERED BY (39)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Narrative Description</td></tr> <tr><td style="text-align: center;">2</td><td>Adjective Rating</td></tr> <tr><td style="text-align: center;">3</td><td>Both</td></tr> </table>   |                           |  | 1  | Narrative Description  | 2 | Adjective Rating        | 3   | Both                     | <b>M. TYPE OF EVALUATION (65)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Initial</td></tr> <tr><td style="text-align: center;">2</td><td>Annual</td></tr> <tr><td style="text-align: center;">3</td><td>Reevaluation</td></tr> </table>  |                           |           | 1                | Initial  | 2           | Annual | 3         | Reevaluation   |            |                  |                    |                 |                    |          |  |  |
| 1  | Narrative Description     |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Adjective Rating          |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Both                      |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 1  | Initial                   |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Annual                    |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Reevaluation              |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| <b>G. EFFORTS FOR SELF IMPROVEMENT (40)</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>None</td></tr> <tr><td style="text-align: center;">2</td><td>Pers. Characteristics</td></tr> <tr><td style="text-align: center;">3</td><td>Supervisory Tech.</td></tr> <tr><td style="text-align: center;">4</td><td>On-Job Training</td></tr> <tr><td style="text-align: center;">5</td><td>Language Study</td></tr> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">1</td><td>Typing (41)</td></tr> <tr><td style="text-align: center;">2</td><td>Shorthand</td></tr> <tr><td style="text-align: center;">3</td><td>Area Study</td></tr> <tr><td style="text-align: center;">4</td><td>Intelligence Study</td></tr> <tr><td style="text-align: center;">5</td><td>Writing Techniques</td></tr> </table> |                           |  | 1  | None   | 2 | Pers. Characteristics   | 3   | Supervisory Tech.        | 4  | On-Job Training           | 5         | Language Study   | 1  | Typing (41) | 2      | Shorthand | 3              | Area Study | 4                | Intelligence Study | 5               | Writing Techniques |          |  |  |
| 1  | None                      |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Pers. Characteristics     |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Supervisory Tech.         |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | On-Job Training           |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 5  | Language Study            |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 1  | Typing (41)               |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 2  | Shorthand                 |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 3  | Area Study                |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 4  | Intelligence Study        |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |
| 5  | Writing Techniques        |  |  |  |   |                         |     |                          |  |                           |           |                  |  |             |        |           |                |            |                  |                    |                 |                    |          |  |  |

Office of Personnel  
Forms Management Program  
MASTER FILE COPY